Technical and Vocational Education and Training lecturer involvement in the transfer of skills from work to the classroom

ANDRE VAN DER BIJL

Cape Peninsula University of Technology, Cape Town, South Africa

LOUIS OOSTHUIZEN

West Coast College, Vredenburg, South Africa

Keywords: Academic qualifications, workplace qualifications, teaching qualifications, TVET colleges.

**Abstract**

Technical Vocational Education and Training (TVET) lecturers play an important role in providing a competent workforce that can contribute to the economy in countries worldwide. The critical role played by TVET lecturers requires of them to have appropriate academic qualifications, workplace qualifications and experience, and teaching qualifications. Research has shown that few lecturers have adequate and required academic, workplace and teaching qualifications. The purpose of this study was to determine the deficiencies in TVET lecturer qualifications and how these deficiencies are addressed by management at TVET colleges in South Africa. While a substantial number of lecturers had academic qualifications at the time of investigation, deficiencies were found in TVET lecturers’ workplace qualifications and experience, as well as in their teaching qualifications. Having identified the deficiencies in TVET lecturer's qualifications, recommendations have been made to serve as guidelines in addressing the lack of either academic, teaching or workplace qualifications and experience.

**Introduction**

Technical Vocational Education and Training (TVET) lecturers internationally are required to work in a wide range of contexts. They have to deal with specialist service providers, develop skills in career advice and work placement, manage their administrative functions, translate training packages into training programmes, and assess the outcomes of that training (Guthrie 2010, 11; Smith and Grace2014, 204; Lloyd 2008, 175). These lecturers also need to be able to develop teaching and learning resources for students and make appropriate use of available learning technologies (Guthrie 2010, 11).

One of the professional development challenges that regularly seems to emerge is getting the right balance between maintaining vocational skills and developing skills to improve teaching and learning and assessment practices (Guthrie 2010,11–12; Smith and Grace 2014, 204; Lloyd 2008, 175). The position of TVET lecturers requires expertise in at least three domains, namely academic or subject matter knowledge, pedagogy, and workplace qualifications and experience (Lloyd 2008,175; McBride, Papier and Needham 2009, 7; Smith and Grace 2014, 204).

Subject knowledge or academic qualifications associated with the field within which TVET lecturers work include undergraduate and postgraduate qualifications offered at universities where such qualifications are characteristically broad and formative rather than occupation specific (McBride et al. 2009, 7).

TVET lecturer teaching qualifications, pedagogy or knowledge and qualifications in the field of education often determines how effectively lecturers are able to facilitate the learning of subject knowledge with students. As a result, governments internationally introduced teaching qualifications to upgrade the teaching qualifications of TVET lecturers (McBride et al. 2009,7; Redmond 2017, 55).

Workplace qualifications, or occupational qualifications and experience, are associated with a particular workplace, for example, plumbing or hairdressing. Therefore, workplace qualifications and experience prepare individuals for specific types of work, not focussing on general academic subjects with strong knowledge bases, but rather on practical applications (McBride et al. 2009, 7).

TVET colleges play an important role in providing a skilled workforce to countries internationally. As a developing country, South Africa has to ensure that TVET lecturers are fully qualified and competent to fulfil their role in preparing a future workforce that will contribute meaningfully to the economy. Existing research indicates deficiencies in South African TVET lecturer qualifications (McBride et al., 2009; Manyau, 2015). As part of a survey on the views of TVET college lecturers on how they have gained their knowledge and how they keep themselves up to date the deficiencies noted by the previous studies are supported. The question, however, remains – what should be done to address them.

**Lecturer qualifications and training**

**Deficiencies in of TVET lecturer qualifications**

The Green Paper on Education and Training (RSA 2012) indicated that lecturers in the technical fields are largely recruited from industry. As a result, many lecturers have workplace experience and knowledge, but little pedagogical training (RSA 2012, 24). TVET lecturers are required to have an academic qualification, a teaching qualification and a workplace or occupational qualification and experience, depending on their field of work. Research in the Western Cape province found in 2009 that only 6% of TVET lecturers had an academic qualification as well as a teaching qualification and a workplace qualification or experience. More than 90% of the lecturers who participated in the study did not have the desired combination of academic, teaching and workplace qualifications (McBride et al. 2009, 8). It therefore appears that a significant number of TVET lecturers need to undertake relevant studies to upgrade their qualifications (Wedekind 2016, 22).

Research in the North-West province found that 5% of lecturers only had certificates as their highest qualification. A total of 47% of lecturers had a diploma while 36% of the lecturers that participated in the study had a degree (Manyau 2015, 60).Earlier research in the Western Cape found that 50% of lecturers had an academic qualification. 11% of these lecturers only had an academic qualification without a teaching qualification or work experience, while 29% had a teaching qualification with no work experience or qualifications in industry (McBride et al. 2009,8).

A significant number of lecturers have entered, and continue to enter, the South African TVET college sector without an official teaching qualification. The absence of a formal teaching qualification for lecturers implies that college lecturers have to develop their teaching competencies elsewhere (Van der Bijl 2015, 4–5). A substantial component of academic staff within the South African TVET college system therefore work without a professional teaching qualification that meets the national minimum requirements (Van der Bijl 2015, 2).

In the North-West Province 78% of lecturers who participated in a study by Manyau (2015) indicated no teaching qualification. A total of 11% of these lecturers had a diploma in education, while 4.4% had an Advanced Certificate in Education or a Postgraduate Certificate in Education. It was apparent that most lecturers had problems with their teaching skills, as 50% of the participating lecturers needed training in teaching strategies (Manyau 2015, 62–70). Most of these need further development in their teaching skills such as facilitation skills, assessment and moderation (Manyau 2015, 75). Again, in contrast, McBride et al*.* (2009) found that 65% of lecturers had a teaching qualification. Of these lecturers, 17% only had a teaching qualification without an academic qualification or workplace qualifications and experience. A total of 29% of the lecturers also had an academic qualification, while only 12% had a teaching qualification with workplace qualifications and experience (McBride et al*.*2009,8).

Manyau (2015, 75) contends that TVET college lecturers need technical and industry-related exposure and skills. Manyau (2015: 75) established that 2.1% of TVET lecturers had less than one year of work or industry experience, while 49.5% had between two and four years of work or industry experience. Lecturers with five to seven years of work experience made up 25.3%, and 16.5% had eight to ten years of work experience. A total of 51.6% of lecturers had less than five years of work experience or exposure to industry (Manyau 2015, 63). In McBride et al.'s (2009, 8) study 37% of TVET lecturers had workplace qualifications and experience. A total of 14% of these lecturers only had a workplace qualification without an academic or teaching qualification, while 4% also had an academic qualification and 12% had a workplace qualification with a teaching qualification (McBride et al. 2009,8).

**TVET college involvement in lecturer training**

The availability of training programmes to facilitate new knowledge with TVET lecturers, as well as curriculum training, technical skills training and career development and mentorship seem to be sporadic and even absent at times. Manyau's (2015, 65) research has shown that 59% of lecturers disagreed with the availability of developmental programmes. The majority of TVET lecturers had not participated in training for more than two years (Manyau 2015, 65).

When asked whether the training they received was relevant and helpful to their teaching area, more than 64% of the TVET lecturers responded negatively, indicating that the training was neither relevant nor helpful to their teaching area. Furthermore, over 61% of the lecturers complained that they do not get any financial support when they enrol at other institutions to develop their teaching skills (Manyau 2015:72). This is against a background where responsible higher education managers are expected to formulate workplace skills plans that include the job analysis process, skills auditing, prioritisation, designing skills programmes, and implementing and evaluating employees training (Manyau 2015, 82).

The skills development process is also not well coordinated. In certain instances managers are still newly appointed and in other cases they have not yet implemented skills development programmes (Manyau 2015, 76).Informal learning is therefore often used to develop the teaching competency of unqualified lecturers employed by TVET colleges. These lecturers depend on both formal and informal mentoring programmes and coaching by supervisors, peers and themselves to develop their competency as educators (Van der Bijl 2015, 2).

**Mentoring as short-term solution to deficiencies in TVET lecturer qualifications**

Mentoring can be described as a developmental process that occurs between individuals or between groups. While some see mentoring as a path to competency development, others regard it as a route for social transformation (Van der Bijl 2015, 15). Mentoring can thus be applied at different levels of an institution, ranging from formal programmes to self-reflection and self-monitoring. Mentoring, on a professional level, integrates a person into the profession, and on a broader level integrates a person into a specific socio-cognitive paradigm (Van der Bijl 2015, 50).

Employee engagement programmes, which include mentoring, depend on recognition, feedback, attitudes towards direct managers, commitment to the institution, and socialisation into the new work environment affect the integration of a new lecturer (Mmako and Schultz 2016,159). Obstacles to mentoring Van der Bijl (2015, 8) explains, include lack of formal mentoring programmes and broadness in definition. New lecturers are mentored in the posts they fill but mentors are not formally allocated and no reciprocal or systematic mentoring takes place (Van der Bijl 2015, 8). Mmako and Schultz (2016, 154) maintain that managers should hold regular one-on-one meetings with lecturers, showing genuine care and concern for them, and that constructive, specific feedback should be given to lecturers during their development.

No evidence could be found of the structure of mentoring in South African TVET colleges and it might well be that no clear formal mentoring practices have evolved, been recognised or developed in South African TVET colleges (Van der Bijl 2015, 50, 131). The absence of a formal mentoring programme Van der Bijl (2015, 132) found, was not seen as a shortcoming and when TVET lecturers were interviewed, they were of the opinion that they should take responsibility for their own mentoring. Commonly, lecturers in TVET colleges have to be their own mentors (Van der Bijl 2015,132).

Mentoring programmes could serve as a vehicle for passing on subject knowledge and best teaching practices (Van der Bijl 2015, ii). In addition, the integration of knowledge gained through an academic qualification, workplace qualification or experience and teaching qualification will be facilitated in the existence of a formal, structured mentoring programme. In order to determine the level of qualifications, and how TVET lecturer qualifications and skills were supplemented, we conducted a survey nationally in South Africa in 2016.

While the studies done by McBride and Mmako indicate shortcomings in TVET lecturer qualifications and Van der Bijl’s study indicates strategies used by some lecturers in the Western Cape, no comprehensive study has been to determine how an ostensibly unqualified cohort of lecturers develop their classroom-related skills.

**Research design and methodology**

At the end of a focus group exercise on broader survey conducted at eighteen TVET colleges a questionnaire was circulated with a request for individual, confidential responses. The survey produced quantitative data which provided a generalisable overview on the views TVET lecturers had about their academic qualifications, teaching qualifications, occupational qualifications and their experience at TVET colleges. The research instrument was a self-constructed closed-ended survey questionnaire which used a five-point Likert scale as measurement. The aim of the questionnaire was to determine the level of academic qualifications, teaching qualifications, and workplace qualifications and experience of TVET college lecturers in South Africa.

The study population consisted of 50 TVET colleges (N=50) across South Africa, from which nine (n=16) were selected through random sampling. A total of 249 lecturers were invited to complete the survey questionnaire, which was administered during from February to September 2016. The Department of Higher Education and Training, as well as senior management of each college involved, gave permission for research to be conducted. Participation of lecturers was anonymous and confidentiality assured. Completion of the survey was voluntary.

The analysis of the completed questionnaires was done by reading the data into the SPSS statistical program for processing. Both descriptive(standard deviation and mean) and inferential (effect sizes and Cronbach’s alpha) statistical techniques were utilised in the analysis of the data.

Lecturing and management staff totalling 27 individuals were asked to complete the survey and provide feedback on the relevance, clarity and suitability of the survey questions. Factor analysis was the statistical technique used to determine construct validity was (Pietersen and Maree 2014, 216–218). Face validity was enhanced by scrutinising having the content of the survey questionnaire evaluated by the facilitators involved, prior to its implementation. Face validity refers to the extent that an instrument looks valid. Criterion validity determines whether an instrument tests what it is supposed to measure (Pietersen and Maree 2014, 217).

There was a high degree of similarity among items tested since they were measuring a common construct. The measure of similarity was an indication of the internal reliability of the instrument. The internal reliability of an instrument was measured through the Cronbach’s alpha coefficient (Pietersen and Maree2014, 215–216). The Cronbach’s alpha coefficient for this study was 0.85 ().

**Academic qualifications, teaching qualifications, workplace qualifications and experience of TVET lecturers**

**Demographics**

A total of 249 TVET lecturers working at 16 different TVET colleges in South Africa responded to the survey questionnaire in 2017. The age distribution of lecturers who participated is displayed in Table 1 below.

Table 1: Age distribution of participating TVET lecturers

|  |  |  |
| --- | --- | --- |
| **Age** | **Number of lecturers** | **Percentage** |
| 20–30 | 37 | 14.9 |
| 30–40 | 94 | 37.8 |
| 40–50 | 82 | 32.9 |
| 50–60 | 19 | 7.6 |
| Missing | 17 | 6.8 |
| **Total** | 249 | 100 |

At the time of the survey,37 of the 249 participating lecturers were between the ages of 20 and 30. The majority of lecturers (n=94) were between 30 and 40 years of age, while 82 lecturers were between 40 and 50 years old (n=82). The smallest number of lecturers (n=17) were in the age group 50 to 60. A total of 70% of TVET college lecturers therefore fell in the age group of 30 to 50 at the time of the survey. TVET colleges therefore do not appear to be threatened by an aging workforce that may retire in the near future.

The gender distribution of TVET lecturers who answered the survey questionnaire are displayed in Table 2 below.

Table 2: Gender distribution of participating TVET lecturers

|  |  |  |
| --- | --- | --- |
| **Gender** | **Number of lecturers** | **Percentage** |
| Male  | 123 | 49.4 |
| Female | 124 | 49.8 |
| Missing | 2 | 0.8 |
| **Total** | 249 | 100 |

The number of male lecturers (n=123) who participated in the survey compared well to the number of female lecturers (n=124). The gender distribution indicates a fair amount of gender equality regarding employment of TVET lecturers.

The qualifications of TVET lecturers who completed the survey are displayed in Table 3 below.

**Qualifications**

Table 3: Qualifications of participating TVET lecturers

|  |  |  |
| --- | --- | --- |
| **Qualifications** | **Number of lecturers** | **Percentage** |
| Certificate | 17 | 6.8 |
| Artisan | 24 | 9.6 |
| Diploma | 88 | 35.3 |
| Degree | 89 | 35.7 |
| Artisan with diploma or degree | 1 | 0.4 |
| Missing | 30 | 12 |
| **Total** | 249 | 100 |

Lecturers who were in possession of a certificate (n=17) represented 6.8% of the population at the time. If lecturers at TVET colleges are only in possession of a certificate it raises concerns over the qualifications of lecturers teaching at these colleges. Manyau's (2015, 60) research indicated that 5% of lecturers had certificates. Lecturers who only have a certificate qualification may need to further their studies in order to improve their subject knowledge.

Only 9.6% of lecturers who completed the survey were artisans (n=24). Only one lecturer (n=1) was an artisan in possession of diploma or degree, which indicates a lack of academic and teaching qualifications among lecturers who are qualified artisans. McBride et al.'s (2009, 8) research has shown that 37% of TVET lecturers had workplace qualifications, while only 6% had academic, workplace and teaching qualifications. Lecturers without workplace qualifications may need access to opportunities to qualify as artisans. Qualifying as artisans might significantly improve lecturers’ understanding of application of theory and enable them to prepare students more effectively for the workplace.

Of lecturers who completed this survey, 35.3%were in possession of a diploma (n=88). Lecturers who had a degree (n=89) represented 35.7%of those lecturers who completed the survey. Therefore a large contingency of lecturers employed by TVET colleges had a theoretical qualification, which indicates substantial knowledge of subject matter. In Manyau's (2015, 60) research 47% of the lecturers had a diploma and 36% had a degree. Earlier McBride et al. (2009, 8) found that 50% of lecturers had an academic qualification. It is evident that it is necessary for lecturers to upgrade their academic qualifications and that subject knowledge gained through academic qualifications is valuable as it adds quality to the teaching and learning process.

**Fields of work**

The field of work of TVET lecturers who completed the survey is displayed in Table 4below.

Table 4: Field of work of participating lecturers

|  |  |  |
| --- | --- | --- |
| **Field of work** | **Number of lecturers** | **Percentage** |
| Engineering | 89 | 35.7 |
| General Business Management | 42 | 16.9 |
| Financial Management | 8 | 3.2 |
| Hospitality | 8 | 3.2 |
| Tourism | 11 | 4.4 |
| Education | 46 | 18.5 |
| Transport and Logistics | 12 | 4.8 |
| Project Management | 1 | 0.4 |
| Work-integrated Learning | 4 | 1.6 |
| Office Administration | 13 | 5.2 |
| Agriculture | 6 | 2.4 |
| Missing | 9 | 3.6 |
| **Total** | 249 | 100 |

Most of the lecturers who completed the survey were from the engineering field, followed by general business management and teaching. Lecturers in the engineering field (n=89) who completed the survey represented 35.7% of lecturers, followed by lecturers from the education field (n=46), who constituted 18.5%of the population. Lecturers in the general business management field (n=42) represented 16.9% of the participating lecturers.

A comparison between lecturer qualifications in Table 3 with the field of work of lecturers in Table 4 shows certain imbalances. Of the 89 lecturers working in the engineering field only 24 are qualified artisans, which is 27% of engineering lecturers. TVET colleges are focussed on the training students to acquire workplace qualifications (Sheahan 1982, 23). According to the policy on professional qualifications for lecturers in technical and vocational education and training (RSA 2013, 7) the task of training students to acquire workplace qualifications requires lecturers who have workplace qualifications, or who are qualified artisans. Only 24 qualified artisans of 89 lecturers in the engineering field indicated a lack of representativeness in TVET lecturers with workplace qualifications. There is clearly a need for TVET colleges to provide opportunities for lecturers without workplace qualifications to receive training to qualify as artisans.

The proportion of lecturers from the education field of work (n=46) indicated a representation of 18% of TVET lecturers who transferred from employment in primary and secondary schools to TVET colleges. In this regard, previous research by McBride et al. (2009, 8) has shown that 17% of lecturers only had teaching qualifications without academic or occupational qualifications. Lecturers who have moved into TVET colleges from the school sector generally have no occupational qualifications or experience and may therefore not understand how to prepare students for employment in the workplace or industry. Managers and lecturers who came from schools may lack an understanding of how industry works and the importance maintaining open relationships with industry. Exposing lecturers to the workplace or industry will improve and update their skills and knowledge by exposing them to technological innovations (Arfo 2015, 106).

**Workplace experience**

The workplace experience of the participating TVET lecturers isdisplayed in Table 5 below.

Table 5: Industry experience of participating TVET lecturers

|  |  |  |
| --- | --- | --- |
| **Workplace experience** | **Number of lecturers** | **Percentage** |
| Less than 5 years | 130 | 52.2 |
| 6–10 years | 37 | 14.9 |
| 11–15 years | 15 | 6.0 |
| 16 years and more | 10 | 4 |
| Missing | 57 | 22.9 |
| **Total** | **249** | **100** |

The largest proportion of lecturers who completed the survey had less than five years’ workplace experience in industry (n=130). Lecturers with six to ten years’ workplace experience (n=37) represented 14.9% of lecturers who completed the survey. Lecturers with 11 to 15 years’ workplace experience (n=15) represented 6%of lecturers who completed the survey. Earlier McBride et al.(2009, 8) found that 37%of TVET lecturers had workplace experience while Manyau (2015, 63) found that 49.5%of TVET lecturers had two to four years’ teaching and working experience.

It therefore appears that lecturers employed by TVET colleges lack workplace experience in industry. TVET colleges are primarily concerned with preparing students for the workplace and lecturers who lack workplace experience may not be able to prepare students effectively or link theory to practice. These lecturers may also find it difficult to maintain relationships with workplaces in industry.

**Education, training and development**

TVET lecturers who completed the survey had to indicate how they gained subject content knowledge, teaching skills, assessment skills and work experience using a scale of zero (never) to four (mostly). The statistical outcomes of this section, arranged according to ranking order, are reflected in Table 6below.

Table 6: Education and training of participating TVET college lecturers

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank** | **Education and training of TVET lecturers** | **Mean** | **Total frequency** |
| 1. | Gained initial subject knowledge from studying | 3.45 | 832 |
| 2. | Gained initial subject knowledge from work | 3.21 | 776 |
| 3. | Keep up to date through reading | 3.19 | 773 |
| 4. | Once employed by college developed subject knowledge through studying | 3.30 | 763 |
| 5. | Developed teaching skills through studies | 3.22 | 761 |
| 6. | Developed teaching skills through reading | 3.16 | 756 |
| 7. | Once employed at the college developed subject knowledge through work | 3.14 | 745 |
| 8. | Developed assessment skills through studies | 3.17 | 741 |
| 9. | Keep up to date through studies | 3.11 | 734 |
| 10. | Developed assessment skills through experimentation | 3.12 | 726 |
| 11. | Developed assessment skills through reading | 3.01 | 708 |
| 12. | Developed teaching skills through experimentation | 3.02 | 704 |
| 13. | Developed teaching skills through past lecturers | 2.85 | 662 |
| 14. | Developed assessment skills through past lecturers | 2.89 | 660 |
| 15. | Initial subject knowledge from general experience | 2.83 | 649 |
| 16. | Initial subject knowledge from training | 2.83 | 647 |
| 17. | Once employed at college developed subject knowledge through general experience | 2.83 | 626 |
| 18. | Developed assessment skills through colleagues | 2.67 | 613 |
| 19. | Keep up to date through work-integrated learning | 2.66 | 612 |
| 20. | Once employed at college developed subject knowledge through training | 2.59 | 590 |
| 21. | Developed teaching skills through colleagues | 2.50 | 583 |
| 22. | Once employed at college developed subject knowledge through colleagues | 2.50 | 567 |
| 23. | Keep up to date through entrepreneurship | 2.27 | 529 |

The group ‘Lecturers who gained their initial subject knowledge from studying’ were ranked first with an overall mean score of 3.45. The majority of the TVET lecturers, therefore, seemed to rely on content knowledge gained from initial studies.

‘Lecturers who gained initial subject knowledge from working’ was ranked second with an overall mean score of 3.21.However, according to the means obtained (see Table 5),a total of 52.2% of TVET lecturers had less than five years’ industry experience at the time of the survey. The subject knowledge obtained through working may therefore be insufficient.

‘Lecturers who keep up to date through reading’ was ranked third with an overall mean of 3.19.‘Lecturers who developed their subject content knowledge through studying after being employed by the college’ was ranked fourth with an overall mean of 3.3. A large number of lecturers, therefore, developed their content knowledge by furthering their studies after being employed by colleges. Items ranked first to fourth relates to subject content knowledge. At TVET colleges, there is therefore a strong focus on subject content knowledge among lecturers.

The group ‘Lecturers who developed their teaching skills through studying’ was ranked fifth with an overall mean of 3.22. A large number of lecturers therefore improved their teaching skills by furthering their studies.

‘Lecturers who developed their teaching skills through reading’ is ranked sixth with an overall mean score of 3.16. The group ‘Lecturers who developed their subject knowledge through work once employed by the college’ was ranked seventh with an overall mean score of 3.14.In the absence of a formal mentoring and training programme TVET lecturers are mentoring themselves in order to improve their teaching skills and subject knowledge (Van der Bijl 2015,50, 131; Manyau 2015,76).

Ranked eighth, with an overall mean score of 3.17, was the group ‘Lecturers who developed their assessment skills through studying’. Ranked ninth was ‘Lecturers who kept up to date through studies' with an overall mean of 3.11. Ranked tenth, with an overall mean score of 3.12, was ‘Lecturers who developed their assessment skills by experimenting’.

**Implications of the national TVET lecturer survey on qualifications and experience in the TVET college sector**

The position of TVET lecturers requires expertise in at least three domains, namely academic or subject matter knowledge, pedagogy, and workplace qualifications and experience (McBride et al. 2009, 7 Smith and Grace 2014, 204; Lloyd 2008, 175).

While conditions vary greatly across education contexts, vocational systems across the globe have grappled with the same issues that occur in the South African TVET college system (Papier 2008. 5).

The TVET college system in United Kingdom exhibits many of the trends regarding governance, certification and professionalism of college staff seen in the South African TVET system. Reform has taken place with frequent reflection and revision of systems and policies. As a result, sufficiently capacitated colleges that earned the confidence of universities received accreditation to offer initial teacher qualifications for college staff (Papier 2008, 11).

In Australia, TVET lecturer qualifications remain a highly contested issue. Lecturers are only required to have a pre-university, certificate-level pedagogical certificate, and possess significantly lower level qualifications than educators in other education sectors (Smith, Hodge and Yasukawa 2015, 419). In Australia, as in South Africa, the issue of TVET lecturer qualifications remains to be answered.

In South Africa there seem to be many lecturers in need of either an academic qualification, teaching qualification or workplace qualification. In many instances lecturers were found to have only one of the three required qualifications (McBride et al. 2009, 7; Manyau 2015, 63–75).

Universities, in partnership with provincial departments of education, have undertaken to offer the National Professional Diploma in Education (NPDE) to lecturers in need of a teaching qualification. The qualification was introduced as an in-service programme and offered on a part-time basis (Papier 2008, 9). In addition to a teacher's qualification, TVET lecturers also need a theoretical foundation from which to draw subject specific knowledge.

Theoretical wisdom is knowledge wisdom of the first principles and is the most precise form of knowledge. Theoretical knowledge is a higher form of knowledge than practical knowledge because it deals with the first causes and principles of things (Moodie 2002,250). As theoretical knowledge forms the foundation from which skills training is offered, it is critical that lecturers obtain theoretical qualifications in their field of speciality. The full content of a theoretical qualification cannot be contained in a teacher's qualification. Attempts to combine a teacher’s qualification with theoretical knowledge may therefore be futile. Rather, it is recommended that TVET lecturers, in addition to obtaining a teaching qualification, register and complete a theoretical qualification in the field of their speciality. Skills training can only be offered effectively by drawing knowledge gained from a theoretical foundation.

Work-based learning may enable professionals to re-affirm the importance of experiential learning, and reinforce the centrality of ethical and professional practice (Hyland 2010, 168). Lecturers who lack workplace experience and qualifications need to receive skills training and gain access to workplace qualifications such as trade testing. In order for lecturers to receive access to trade testing, legislation may be required to open up trade test opportunities and remove mechanisms that block them from qualifying as artisans.

According to Mzabalazo advisory services (2014, ii) the existing routes to workplace qualifications, or artisan development consists of multiple routes, many of whom are complex, and do not allow for optimal integration of theoretical, practical and workplace knowledge and experience. There are a number of challenges related to artisan development in South Africa. SETA Bureaucracy, Mzabalazo advisory services (2014, ii) explains, frustrates employees and grant disbursement is ineffective and slow. The SETA's, who play an important role in training artisans, ironically, seem to block the training of future artisans by means of bureaucracy. TVET Lecturers may therefore find it very difficult to obtain workplace qualifications.

Lecturers who lack academic qualifications, teaching qualifications or workplace qualifications should not be blocked from entering the TVET college sector. Instead, lecturers who lack qualifications should be informed and supported to improve their qualifications through study loans, bursaries, salary increments and emotional support.

Further research is required regarding the value for TVET lecturers to qualify as artisans in their field of speciality. As TVET colleges are focussed on placing students in the workplace, a workplace qualification will add value to lecturer's understanding of the industry, effectively preparing students for industry and linking theory to practice. The possibility of incorporating workplace skills training to office- and business-related qualifications as it is done in the engineering fields requires further research.

**Conclusion**

Ideally TVET college lecturers should have an academic qualification, teaching qualification and workplace qualification and experience. (Lloyd 2008,175; McBride, Papier and Needham 2009, 7; Smith and Grace 2014, 204). The qualification profile of a TVET lecturer is therefore horizontal, covering a large area of knowledge and skills on the same level.

Academic qualifications, associated with subject in the field within which a TVET lecturer work include undergraduate and postgraduate qualifications offered at universities where such qualifications are characteristically broad and formative rather than occupation specific (McBride et al. 2009, 7). A substantial number of lecturers working at TVET colleges lack academic qualifications, and therefore lack subject knowledge needed in lessons. TVET lecturers can supplement their academic knowledge and qualifications by doing the N4-N6 courses offered by TVET colleges. Alternatively lecturers who lack academic qualifications may register at universities of technology for a diploma in their field of expertise.

Teaching qualifications, or qualifications in the field of education often determines how effectively lecturers are able to facilitate the learning of subject knowledge with students. (McBride et al. 2009,7; Redmond 2017, 55). Many TVET lecturers were found to lack teaching qualifications, and may find it difficult to effectively engage students during lessons. An initiative from DHET saw many TVET lecturers completing a NPDE. This initiative need to be strengthened to see more lecturers become professional educators.

Workplace qualifications and experience prepare individuals for specific types of work, with a strong focus on practical applications (McBride et al. 2009, 7). Many lecturers were found to lack workplace experience and qualifications. Lecturers who lack workplace qualifications may therefore not understand the importance of preparing students for working in industry. Furthermore, these lecturers may lack the experience from industry needed to incorporate real life situations into lessons.

TVET colleges play an important role in providing a skilled workforce to countries internationally. As a developing country, South Africa has to ensure that TVET lecturers are fully qualified and competent to fulfil their role in preparing a future workforce that will contribute meaningfully to the economy. Existing research indicates deficiencies in South African TVET lecturer qualifications (McBride et al., 2009; Manyau, 2015).

**References**

Arfo, E. B. 2015. A comparative analysis of technical and vocational education and training policy in selected African countries. Durban: UKZN (Thesis-PhD)

Guthrie, H. 2010. Professional development in the vocational education and training workforce. Adelaide: National centre for vocational education research.

Hyland, T. 2010. Professionalism, ethics and work based learning. *British journal of educational studies.* 44(2). p. 168–180.

Lloyd, C. 2008. Recruiting for fitness: Qualifications and the challenges of an employer led system. *Journal for education and work.* 21 (3). p. 175–195.

Manyau, T. 2015. Assessing skills development management for lecturers in technical vocational education and training colleges in North-West province. Mafikeng: NWU.

McBride, T. Papier, J. and Needham, S. 2009. FET college lecturers in the Western Cape. Cape Town: UWC.

Mmako, M. and Schultz, C. 2016. An employee engagement framework for Technical Vocational Education and Training colleges in South Africa. *South African journal of higher education*, 30(2): 143–1673.

Moodie, G. 2002. Identifying vocational education and training.*Journal of vocational education and training*. 54(2), p. 249-266.

Papier, J. 2008. Report on the training of FET college lecturers in South Africa, England, and other international contexts. Cape Town: UWC.

Pietersen, J. and Maree, K. 2014. Standardisation of a questionnaire. (*In* Maree, K., *ed*. First steps in research. Pretoria: Van Schaik. p. 215–222).

Redmond, P. 2017. VET practitioner’s perceptions of VET higher education qualifications. *International journal of education research.* 15(1) p. 55–70.

Sheahan, J. 1982. A view of the professional standing of a college of education lecturer. *The vocational aspect of education*. 34(87) p. 23-27.

South Africa. 2012. Green paper on post-school education and training. Pretoria: Government printer. 100p.

South Africa. 2013. Policy on professional qualifications for lecturers in technical and vocational education and training. (Notice 410) *Government gazette*, 36554:2, 11 June.

South Africa. Mzabalazo advisory services. 2014. Expenditure performance review of the national artisan development programme. Pretoria: Government printer.

Smith, E. and Grace, L. 2014. Vocational educator’s qualifications: A pedagogical poor realisation? *International journal of training research*. 9(3) p. 204–217.

Smith, E. Hodge, S. and Yasukawa, K. 2015. VET teacher education in Australian universities: Who are the students and what are their views about their courses? *Research in post compulsory education*. 20(4) p. 419–433.

Van der Bijl, A. 2015. Mentoring and the development of educators in South African Technical and Vocational Education. Stellenbosch: US. (M-Ed)

Wedekind, V. 2016. Technical and Vocational Education and Training (TVET) reform in South Africa: Implications for college lecturers, context, background. *SAQA Bulletin*, 15(1): 1–29.

RSA. Department of Higher Education and Training. 2012. Green paper on post-school education and training. Pretoria: Government printer. 100p.